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Fall 9-1-2021

### PSYX 330.50: Child Development

Jennifer Rotzal

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# **PSYX 330 - Child Development**

## **Fall Semester 2021**

### **INSTRUCTOR INFORMATION**

Instructor: Jennifer Rotzal, M.S.Ed.

Email: [jenny.rotzal@umontana.edu](mailto:jenny.rotzal@umontana.edu)

Office hours: By Appointment, via Zoom

### **REQUIRED TEXT**

Berk, L. E. (2013). *Child Development (9<sup>th</sup> Ed.)*. Boston: Pearson, ISBN-13: 978-0-205-14976-6  
(*Digital or hard copy is fine*)

### **COURSE DESCRIPTION**

The development of an individual is a never-ending process. This course is not only about children and adolescence, but also each one of us and our own development. This course will focus on research, developmental theories, and practices derived from scientific study. This course will take a topical approach to exploring the physical, cognitive, and socio-emotional facets of child development.

### **COURSE OBJECTIVES**

At the completion of this course, you should understand and be able to think critically about:

1. Major theories and principles of developmental science
2. Basic research methods used
3. Prenatal developmental and the newborn period
4. Developmental trends in physical, cognitive, and social/emotional development
5. Biological, social, institutional, and cultural factors that may affect development
6. Societal/cultural issues related to development
7. Interpretation and implications of research in developmental psychology

### **Commitment to Multiculturalism**

I am committed to creating an environment in which individuals' diversity and opinions are respected. I strive to integrate multicultural and diversity issues in my courses in ways that is relevant to course content and process. I hope students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity—and respecting others' outlooks throughout this course.

### **“People First” Language**

Students are expected to use appropriate, “people first” language in class discussions and written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “autistic kids,” “severely retarded,” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the student

with a severe disability,” “the program for students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people can possess.

## **COURSE ASSIGNMENTS AND GRADING CRITERIA**

### **Quizzes (260 points after 1 dropped quiz)**

- **Important: Quizzes must be taken the week they are assigned (see course calendar) and cannot be made up – no exceptions. However, I will drop your lowest quiz grade!**
- There will be one quiz per week which may include questions regarding that week’s readings, assignments, and slides (14 quizzes total).
- You will have 30 minutes to complete each 20-question quiz, which will be worth 20 points
- Quizzes may include multiple-choice and/or true-false answers.
- Quizzes will be adaptive, meaning that if you select an incorrect answer, you will be allowed to try again. However, with each re-try, the correct answer will be worth fewer points.
- Quizzes will be administered online via Moodle. Please note the following:
  - No late quizzes will be accepted, regardless of limited computer access/difficulties
  - Each quiz will be open to take from 12:00 a.m. on Sunday until 11:55 p.m. on Saturday.
  - Once started, you will have 30 minutes to complete the 20-question quiz attempt. Make sure you do not start the quiz until you are ready to finish it in one sitting!
  - Although quizzes are open book and open note, keep in mind that the 30-minute timeframe is for reading the quiz questions and responding. It is recommended that you study before the test, as there will not be enough time to look up each answer.
  - You are expected to take the quiz on your own and not work with other students.

### **Discussions (200 points)**

**Important: Discussion posts cannot be made up because of the interactive nature of this assignment. Remember, your classmates are depending on your posts so that they have something to reply to.**

Every third week, beginning on Week 2, a discussion forum will be open from 12:00 a.m. on Sunday until 11:55 p.m. on Saturday (just like quizzes). Please note, these discussion forums are distinct from the “Q&A” forum – where questions and answers you post are not graded.

Discussion posts are graded on attendance (i.e., quantity and punctuality) and quality.

Regarding attendance, you are expected to make **one original post** in response to the forum’s main discussion question **plus three additional posts in reply to other students**. These three additional posts (replies to other students) should span across **three separate days** throughout the week (12:00 a.m. Sunday – 11:55 p.m. Saturday). Remember, posts/replies cannot be made

up so you must submit one original post and three replies every week to receive credit. Please note that the quality of your posts/replies must be sufficient too, or no credit will be given. Criteria for quality is covered later in the syllabus.

To receive the full 40 points per discussion forum, your four posts minimum (1 original, 3 replies) must have high-quality content. Additionally, your first, original post of the week must be submitted by 11:55 p.m. on Tuesday. This helps ensure everyone has enough time to reply to each other. The following three charts below explain how discussion posts are graded according to attendance and quality.

| <b><i>Attendance Grading (40 points possible) / Criteria</i></b>  | <b><i>Days</i></b> | <b><i>Points</i></b> |
|---|--------------------|----------------------|
| Students must post replies on a <u>minimum of three separate days per week</u> . You can post more than three days, and post more than three times, but at a minimum, you must post on three separate days. | 3 days             | 40 points            |
|   | 2 days             | 30 points            |
|   | 1 day              | 20 points            |
|   | 0 days             | 0 points             |

Once the number of days is calculated, students are then graded based on their contributions to the discussion. The following points are deducted, not added, from the points earned above, to yield a final weekly “attendance” score (negative points are not possible, the lowest possible score is zero).

| <b><i>Criteria</i></b>   | <b><i>Peers</i></b>      | <b><i>Points</i></b> |
|--|--------------------------|----------------------|
| Students must make their original post to the discussion question in the weekly forum <b>by 11:55 p.m. on Monday</b>   | Each day late (24-hours) | 2 pts lost           |
| Students must reply to a <u>minimum of three peers</u> <b>by 11:55 p.m. on Friday</b> . You can post to more than three, but at a minimum, you must reply to three of your peers. This promotes student engagement with each other, rather than just responding to the discussion questions posted by the instructor | 3 peers                  | 0 pts lost           |
|  | 2 peers                  | 5 pts lost           |
|  | 1 peer                   | 10 pts lost          |
|  | 0 peers                  | 15 pts lost          |

Once I have calculated your “attendance” score, then I grade the quality of your posts, as explained below. Again, the following points are deducted, not added, from the final “attendance” score, to yield a final weekly “discussion” score (negative points are not possible, the lowest possible score is zero).

| <b><i>Quality Grading / Criteria</i></b>   | <b><i>Descriptor</i></b> | <b><i>Points</i></b> |
|--|--------------------------|----------------------|
| Students must make detailed and thoughtful posts that reflect an appropriate application of emerging knowledge and vocabulary in the topic area. Each post must add value to the discussion and be related to the required readings for the week. Below are additional details of how I grade the quality of your posts. | Superior                 | 0 pts lost           |
|  | Above Average            | 5 pts lost           |
|  | Average                  | 10 pts lost          |
|  | Below Average            | 15 pts lost          |
|  | Unacceptable             | 20 pts lost          |

## **Quality Grading Descriptions**

**Superior:** Your contributions demonstrate a complete mastery of the materials assigned. Your responses might integrate multiple views and/or show strong analysis and reflection on topics and other student's posts. You provide evidence that you are reading the assigned materials and other student postings and are responding accordingly, bringing out interesting interpretations. You know the facts and are able to analyze them, apply them to real life scenarios and handle conceptual ideas. It is highly unlikely that you could get full credit in less than two full paragraphs.

**Above average:** Your responses build on the ideas of other participants and dig deeper into assignment questions or issues. When you make intelligent posts during the week, including some good critique of the material, then you have demonstrated an understanding the material, are reading posts of your colleagues, and are contributing to the class. Your posts demonstrate confidence with the materials but may be just a bit off target in an area. These posts tend to be right around two paragraphs.

**Average:** You have meaningful interaction with other participants' postings. Posts that state, "I agree" or "I disagree" and include a detailed explanation of what is disagreed or agreed upon and why, or introduce a perspective or concept that adds to the discussion. However, you may have rambling, lengthy posts with no clear point, your writing has a lack of clarity and comprehension, or there are considerable typos/grammatical errors. These posts tend to be two very short paragraphs or one longer paragraph.

**Below average:** You answer questions asked by me or other students but do not expand upon your response or you answer questions based only on your opinion, rather than on research or proper evidence. Your posts are unusually short (one paragraph or less) and you fail to demonstrate a clear working knowledge of the material covered for the week. These posts are very often one short paragraph.

**Unacceptable:** You will receive little credit in the week's discussion by just showing up and making trivial comments that do not add any new thought to the discussion. At the low end of the spectrum, if you are not in the discussion, you do not earn any points. Comments such as "I agree" or other one-sentence responses will also result in zero points. Copying and pasting from a website without providing your own substantial insight is also an unacceptable post – even if you have properly cited your sources. This assignment is an assessment of your understanding of the information covered in this class. Copying and pasting from websites does not demonstrate a working knowledge of the material.

*Special Note:* I check carefully for plagiarism in discussion posts. If you plagiarize, you will get a zero for the entire assignment. If you plagiarize a second time, you will fail the course. If you engage in flaming behavior (i.e., the act of posting offensive messages), you will get a zero for the entire assignment.

## PAPER ASSIGNMENT BUFFET (160 POINTS)

Over the course of the semester, you must complete three of the following paper assignments (worth 40 pts each). However, the prompts you chose and the order you complete them are up to you. They will always be due on Fridays by 11:55 p.m. but you can always submit them earlier than the due dates.

**Important: 10% of a paper's grade will be deducted for each day (24-hours) it is late, starting immediately after the scheduled due date and time as listed on the course calendar.**

1. **Compare and contrast childrearing.** Choose two different cultures and compare their childrearing practices. Use your knowledge from the course to analyze which elements of childrearing are most appropriate in each culture and which are troublesome.
2. **Naturalistic observation.** Find a place where you can unobtrusively watch babies, children, or adolescents (e.g., a park, museum, sporting event, etc.) and observe them. Write a detailed description of what you observe and what elements of child development are relevant to your observations.
3. **Advice.** Imagine that a young couple with a three-month-old infant is finding it difficult to make ends meet on just one income. As a result, they come to you (an expert on child development) and ask for your advice on whether daycare will harm their child in any way. Write about the advice you would give them.
4. **Divorce.** Imagine a married couple w/ children have come to you (an expert on child development) for advice about how their upcoming divorce may affect their children. Write about the factors they should consider, the effects they should be aware of, and advice regarding how to minimize the effects of divorce on the children.
5. **Interview.** Choose a topic of interest from the course and interview a child, adolescent, parent, teacher, childcare provider, other relevant persons, etc. to gain further insight into the topic. Write about how they may have changed your understanding and/or knowledge of the topic.
6. **Compare and contrast childhood.** Compare today's modern conceptualization of childhood to any other time period in human history. For example, 16-year-olds from history have waged wars and ruled kingdoms whereas 16-year-olds today probably only do so in video games. Write about similarities and differences along with the pros/cons of today's version of childhood.
7. **Film analysis.** Watch a film that predominately involves a child/children character(s) (e.g., *Harry Potter* movies). Then, write about relevant elements of child development that you have learned from the course.
8. **Personal reflection.** Reflect on your childhood (e.g., parental childrearing practices) and consider the how concepts you have learned about from this course may have shaped your development.

## PAPER EVALUATION

- Papers should be between 400 – 600 words, double-spaced, size 12-font Times New Roman (-4 pts for papers over 600 words)
- Papers should be adequately free of grammatical and mechanical errors such that they do not impede on reading

- Do not just state your thoughts, feelings, and/or opinions about the prompt – incorporate appropriate, well-explained supporting information from the textbook, research articles, etc.
- When using outside sources, be sure to cite them in your paper and in a reference list appropriately, as outlined by the APA 7<sup>th</sup> edition Publication Manual. A PowerPoint guide and quick reference manual about APA guidelines will be posted to Moodle. However, many online resources also exist.
- Any time prior to the papers' due dates (which will be Fridays by 11:55 p.m.), you are welcome to **upload your paper to Moodle (do not email it to me because it is difficult to keep track of that many emails)**. This also gives you the flexibility to complete papers early if you would like.
- Papers will be graded as: Incomplete, Insufficient, Adequate, and Excellent
  - Incomplete papers (0 – 9 points) do not address the prompt or are less than 300 words long.
  - Insufficient papers (10 – 19 points) mainly state thoughts, feelings, and opinions without supporting information, or the supporting information is very inaccurate or inappropriate.
  - Adequate papers (20 – 34) sufficiently address the prompt but may lack elaboration of the included thoughts, feelings, opinions, and/or supporting information
  - Excellent papers (35 – 40 points) address the prompt and includes full, elaborate explanations of thoughts, feelings, and opinions in addition to backing up the statements with accurate, robust supporting information

## EXTRA CREDIT

You will have two opportunities for extra credit. The first opportunity will be during the first week of the semester. The second opportunity will be shared via email.

## COURSE GRADE

Your final course grade will consist of points from your 13 best quizzes, 5 discussion posts, and 4 papers. Your final grade is the percentage of the total points earned divided by total possible points.

**Important: I will not bump up grades that are close to the cutoff!** There are **no exceptions** to this rule because there will be an extra credit opportunity and your lowest quiz will be dropped.

The following table breaks down the points for each assignment type.

| <i>Criteria</i>  | <i>Possible Points</i>             |
|--|------------------------------------|
| Quizzes (14 total w/ lowest 1 dropped, 20 pts each)          | 260 points possible                |
| Discussion Posts (5 total, at 40 pts each)                   | 200 points possible                |
| Papers from Buffet (3 total, 40 pts each)                    | 120 points possible                |
| Extra Credit Discussion Posts (2 opportunities, 10 pts each) | 20 extra points (app. 1% of grade) |
| <b>Total Points</b>  | <b>600 Total Possible Points</b>   |

# COURSE POLICIES AND GUIDELINES

## Contacting Me

I will do my best to respond to emails within 48 hours and encourage you to email me any questions or concerns you may have. However, in keeping with the University of Montana's email policy, **you must use your University email account when emailing me.**

## Announcements

You are responsible for reading all announcements (e.g., changes to policies, due dates, assignments) posted in the announcements section of Moodle and/or directly emailed to your UMConnect account.

## Technology Policies and Alternatives

Please contact UM Online if you experience technical difficulties. Though I would love to be able to help, I am not qualified to do so.

**Important: You are responsible for having working technology, or finding alternative solutions, to complete all course requirements by their scheduled due dates and times as listed on the course calendar. Issues with technology will not be acceptable reasons for late or incomplete work/quizzes.**

If you experience computer difficulties, consider these options: The University's campus computers, the public library, an internet café, a computer at work, or a friend/family member's computer. Have a plan of action in mind so that you can complete the required work each week if an issue arises.

## Make-Up Policies for Quizzes, Assignments, and Discussions

The due dates in this syllabus are non-negotiable, meaning that quizzes/assignments/posts missed for reasons other than the university-approved reasons will result in a grade of zero. If you have conflicts with the due dates because of personal reasons, consider taking the class a different semester. Remember, each type of course requirement has slightly different policies, which are summarized below:

- Quizzes must be taken the week they are assigned (see course calendar) and cannot be made up – no exceptions. However, your lowest quiz will be dropped at the end of the semester!
- Discussion posts cannot be made up because of the interactive nature of the assignment.
- Papers may be turned in late but 10% of the paper's grade will be deducted for each day (24-hours) it is late beyond the scheduled due date and time as listed on the course calendar.

**Important: Make-up quizzes or deadline extensions for papers with no grade penalties may be granted for University-approved reasons when appropriately verified, but are limited to:**

- Medical emergency (verified by a medical professional)
- Family emergency (verified by the Dean of Students Office)



- Participation in University-sponsored activities
- Military service or other mandatory public service
- Religious beliefs, observances, or practices

If you have a conflict due to a university-approved reason, please contact me ASAP – preferably before the due date. All decisions regarding make-up assignments or deadline extensions are at my discretion. Other reasons for missed quizzes/assignments/posts are NOT University-approved reasons.

### **Disability Modifications**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Office for Disability Equality](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with the Office for Disability Equality (ODE), please contact ODE in Lommasson Center 154 or call (406) 243-2243. I will work with you and ODE to provide an appropriate modification.

### **Religious Observance**

Please notify me in advance if you will be absent from class for religious observances.

### **Special Dispensation**

The course requirements and grading system in this course apply to all students equally. Unless a change is necessary due to a university-approved reason or Disability Services, I do not make changes for some students that are not also made for the other students in the class.

### **Grades of Incomplete**

Departmental and university policies regarding incompletes do not allow changing “incomplete” grades after one year has passed since the “I” was granted. Please see the University’s [Academic Policies and Procedures](#) for more information on the conditions that must be met to receive a grade of “incomplete.”

### **Academic Misconduct and Plagiarism**

Academic misconduct is taken seriously and is unacceptable. All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#). This code and its procedures apply to this course. All work for this class must reflect your own work. As specified in the Student Conduct Code, academic misconduct includes, but is not limited to:

- Plagiarism: Representing someone else’s work (words, ideas, data, materials) as your own.
- Misconduct during an examination or academic exercise: Copying from another student’s paper/exam, giving information to another student, consulting unauthorized materials, etc.
- Submitting false information: Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.

The consequences of academic misconduct, intentionally or accidentally, include receiving a zero for the quiz or assignment in which it occurred. Additionally, the incident will be reported to the Dean of Students and the Dean of the College of Humanities and Sciences to be dealt with in accordance with UM Student Conduct Code.

The bottom line is that you do not learn anything from cheating! If you are having trouble mastering the course content, reach out to me. I am here to help you learn!

### **Netiquette**

Students must engage in proper “netiquette” or “network etiquette”. This is a professional and mannerly way of communicating with others in the online medium. Failure to engage in proper netiquette, such as flaming behavior in discussion forums, will result in earning a zero for each assignment where an incident has occurred.

### **Dropping/Adding the Course or Changing Grade Options**

Please refer to the [Registrar’s Office webpage](#) for information and policies.

### **Mandatory Employee Reporting of Sex-bases Discrimination, Sexual Harassment, and Sexual Misconduct Involving Student**

In order to enable the University to respond effectively and to stop instances of sex-based discrimination, sexual harassment and sexual misconduct involving students at the University proactively, all University employees must, within 24 hours of receiving the information, report information they have about reported sex-based discrimination, sexual harassment, and sexual misconduct involving students to the EO. The information given to the EO must include all relevant details needed to determine what occurred and to resolve the situation. This includes the names of the respondent (if known), the complainant, other students involved in the incident, as well as relevant facts, including the date, time, and location.

### **PSYX330 COURSE CALENDAR – AUGUST 30TH – DECEMBER 17TH\***

\*The course calendar is subject to revision as necessary. Revised editions will be uploaded to Moodle.

| <b>Week and Chapter Unit</b>  | <b>Required Readings</b>   | <b>Quizzes, Discussions, and Paper Due Dates</b>   |
|---|--|--|
| Week 1 (8/30 – 9/4)<br><i>History, Theory, &amp; Applied Directions</i>           | <ul style="list-style-type: none"> <li>● Syllabus</li> <li>● Netiquette Slides</li> <li>● APA Guide Slides</li> <li>● Chapter 1</li> <li>● Chapter 1 Slides</li> </ul> | <ul style="list-style-type: none"> <li>● Quiz 1 (open for 1 week from 12 a.m. Sunday the 30<sup>th</sup> to 11:55 p.m. Saturday the 4<sup>th</sup>)</li> <li>● Welcome Discussion (optional post to earn extra credit until 11:55 p.m. Sunday the 4<sup>th</sup>)</li> </ul> |
| Week 2 (9/5 – 9/11)<br><i>Research Strategies</i>                                 | <ul style="list-style-type: none"> <li>● Chapter 2</li> <li>● Chapter 2 Slides</li> </ul>  | <ul style="list-style-type: none"> <li>● Quiz 2 (open Sunday – closed Saturday)</li> <li>● <b>Discussion 1</b> (original post by 11:55 p.m. Tuesday the 7<sup>th</sup>; 3 replies by 11:55 p.m. Friday the 10<sup>th</sup>)</li> </ul>                                       |
| Week 3 (9/12 – 9/18)<br><i>Bio Foundations, Prenatal Development, &amp; Birth</i> | <ul style="list-style-type: none"> <li>● Chapter 3</li> <li>● Chapter 3 Slides</li> </ul>  | <ul style="list-style-type: none"> <li>● Quiz 3 (open Sunday – closed Saturday)</li> <li>● Paper 1 (due by 11:55 p.m. Friday)</li> </ul>   |

| Week and Chapter Unit  | Required Readings  | Quizzes, Discussions, and Paper Due Dates  |
|--|--|--|
| Week 4 (9/19- 9/25)<br><i>Infancy</i>  | <ul style="list-style-type: none"> <li>Chapter 4</li> <li>Chapter 4 Slides</li> <li><i>Public Breastfeeding</i></li> </ul> | <ul style="list-style-type: none"> <li>Quiz 4 (open Sunday – closed Saturday)</li> </ul>   |
| Week 5 (9/26 – 10/2)<br><i>Physical Growth</i>   | <ul style="list-style-type: none"> <li>Chapter 5</li> <li>Chapter 5 Slides</li> </ul>                                      | <ul style="list-style-type: none"> <li>Quiz 5 (open Sunday – closed Saturday)</li> <li><b>Discussion 2</b> (original by Monday; replies by Friday)</li> </ul>                                      |
| Week 6 (10/3 – 10/9)<br><i>Cognitive Dev: Piaget, Knowledge, &amp; Vygotsky</i>  | <ul style="list-style-type: none"> <li>Chapter 6</li> <li>Chapter 6 Slides</li> </ul>                                      | <ul style="list-style-type: none"> <li>Quiz 6 (open Sunday – closed Saturday)</li> <li>Discussion 3 (original by Monday; replies by Friday)</li> <li>Paper 2 (due by 11:55 p.m. Friday)</li> </ul> |
| Week 7 (10/10 – 10/16)<br><i>Cognitive Dev: Information-Processing Perspective</i>   | <ul style="list-style-type: none"> <li>Chapter 7</li> <li>Chapter 7 Slides</li> </ul>                                      | <ul style="list-style-type: none"> <li>Quiz 7 (open Saturday – closed Friday)</li> </ul>   |
| Week 8 (10/17 – 10/23)<br><i>Intelligence</i>  | <ul style="list-style-type: none"> <li>Chapter 8</li> <li>Chapter 8 Slides</li> </ul>                                      | <ul style="list-style-type: none"> <li>Quiz 8 (open Sunday – closed Saturday)</li> <li>Discussion 4 (original by Monday; replies by Friday)</li> </ul>   |
| Week 9 (10/24 – 10/30)<br><i>Language Development</i>  | <ul style="list-style-type: none"> <li>Chapter 9</li> <li>Chapter 9 Slides</li> </ul>                                      | <ul style="list-style-type: none"> <li>Quiz 9 (open Sunday – closed Saturday)</li> <li>Paper 3 (due by 11:55 p.m. Friday)</li> </ul>   |
| Week 10 (10/31– 11/6)<br><i>Emotional Development</i>  | <ul style="list-style-type: none"> <li>Chapter 10</li> <li>Chapter 10 Slides</li> </ul>                                    | <ul style="list-style-type: none"> <li>Quiz 10 (open Sunday – closed Saturday)</li> <li>Discussion 5 (original by Monday; replies by Friday)</li> </ul>  |
| Week 11 (11/7– 11/13)<br><i>Self &amp; Social Understanding</i>  | <ul style="list-style-type: none"> <li>Chapter 11</li> <li>Chapter 11 Slides</li> </ul>                                    | <ul style="list-style-type: none"> <li>Quiz 11 (open Sunday – closed Saturday)</li> <li>Paper 4 (due by 11:55 p.m. Friday)</li> </ul>  |
| Week 12 (11/14 – 11/20)<br><i>Moral Development</i>  | <ul style="list-style-type: none"> <li>Chapter 12</li> <li>Chapter 12 Slides</li> </ul>                                    | <ul style="list-style-type: none"> <li>Quiz 12 (open Sunday – closed Saturday)</li> <li>Discussion 6 (original by Monday; replies by Friday)</li> </ul>  |
| Week 13 (11/21 – 11/24)<br><i>Development of Sex Differences &amp; Gender Roles</i>  | <ul style="list-style-type: none"> <li>Chapter 13</li> <li>Chapter 13 Slides</li> <li><i>Genderbread person</i></li> </ul> | <ul style="list-style-type: none"> <li>Quiz 13 (open Sunday – closed Saturday)</li> </ul>  |
| Week 14 (11/28 – 12/4)<br><i>The Family</i>  | <ul style="list-style-type: none"> <li>Chapter 14</li> <li>Chapter 14 Slides</li> </ul>                                    | <ul style="list-style-type: none"> <li>Quiz 14 (open Sunday – closed Saturday)</li> <li>Discussion 7 (original by Sunday; replies by Wednesday)</li> </ul>   |
| Week 15 (12/5-12/11)   | TBA  | TBA  |
| <b>Last day of our online class Friday, December 10th</b><br>There will be no quizzes or assignments for this class during finals week. Good luck with any other finals! |  |  |